



SECTION I - SCHOOL DISTRICT INFORMATION

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| CO/DIST CODE: | SCHOOL DISTRICT NAME | BUILDING NAME |
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ADDRESS, CITY, STATE, ZIP

REQUIREMENT I: Establish measurable district-wide performance standards for the three (3) goals of the program.

STATEMENT: The district shall establish at least one (1) measurable district-wide performance standard for each of the three (3) goals of the A+ Schools Program.

CRITERIA: The district has established measurable district-wide performance standards for each of the three (3) goals of the A+ Schools Program.

INDICATORS:

- A. Provide the district's measurable performance standards for each of the three (3) goals of the A+ Schools Program.
- B. List and/or describe the instruments or measurement procedures that determine if the district/school has attained the established performance standards for each of the three (3) goals.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

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| _____ I.1. | Program/goal performance standards established by district relating to and ensuring that: <ul style="list-style-type: none">A. All students be graduated from school;B. All students complete a selection of high school studies that is challenging and for which there are identified learning expectations; andC. All students proceed from high school graduation to a college or post secondary vocational or technical school or high-wage job with work place skill development opportunities. |
| _____ I.2. | District/goal performance standards have been approved by the local board of education. |
| _____ I.3. | District/goal performance standards statements contain a level of satisfactory achievement/attainment. |
| _____ I.4. | The district has established a procedure for determining achievement/attainment of determined level of performance for each standard. |
| _____ I.5. | The district has established a continuous improvement process/system to meet the determined level of performance for each standard if it is not met. |
| _____ I.6. | (OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____ |

REQUIREMENT II: Specify the measurable learner objectives (competencies) that students must demonstrate in order to successfully complete any individual course offered by the school, and any course of study which qualifies a student for graduation from the school.

STATEMENT: The district shall specify the measurable learner objectives that students must demonstrate to successfully complete any individual course offered by the school and any course of study which qualifies a student for graduation from the school. The district must **align** [reference] all learner objectives to the Show-Me Standards. The district *may* identify a sub-set of the total course objectives (minimally, three to eight of the objectives considered most important) to track. The district shall have activities and assessments in place to measure and record student mastery of *at least* [this sub-set] **a majority** of the objectives. The district shall identify a mastery level of achievement for each assessment used to determine mastery of a tracked objective.

CRITERIA: Evidence will be based on curriculum and assessment documents which –

- A. Identify measurable learner objectives for each course offered toward graduation;
- B. Document the relationship between all learner objectives and the Show-Me Standards;
- C. Identify the activities and assessments used to measure and record student mastery of *at least* [a sub-set] a **majority** of the learner objectives for each course;
- D. Identify the mastery level of an objective being tracked. **[Districts may not set an across-the-board mastery level since different assessments are measured in different ways. For example, a percent may be used for objective measures such as quizzes and objective tests, while a certain minimum score point might be used for an assessment scored with a teacher-made scoring guide. Each mastery level set should be appropriate for the specific assessment being used.]**

INDICATORS: A student tracking and reporting system that provides documentation of the relationship between the Show-Me Standards and learner objectives for each course offered toward graduation, that provides a record of student mastery on those learner objectives being tracked, and a narrative of how the instructional/assessment/record keeping system is maintained. Other types of indicators could include grading systems, portfolios, samples of student work and computer records or reports.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

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| _____ II.1. | Specified listings of measurable learner objectives have been established for each course offered by the school. |
| _____ II.2 | All measurable learner objectives are [cross-referenced] aligned to the Show-Me Standards. |
| _____ II.3. | Activities have been established to give students the opportunity to master those measurable learner objectives [being tracked] for each course offered by the school. |
| _____ II.4. | Assessments have been established to measure student mastery of those measurable learner objectives [being tracked] for each course offered by the school. For each specific assessment, a mastery level that is appropriate to that assessment has been established. |
| _____ II.5. | A paper or electronic system has been established for tracking, monitoring and reporting student mastery of, minimally, a [sub-set] majority of the measurable learner objectives for each course. |
| _____ II.6. | The district has established specific requirements for high school graduation (either a single set of requirements for all students or multiple sets of requirements which may be different for each career pathway within the school). |

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| <p>_____ II.7.</p> | <p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <p>_____</p> <p>_____</p> |
| <p>REQUIREMENT III: Offer a career preparation system.</p> | |
| <p>STATEMENT: Procedures must have been implemented within the district <u>or</u> school to prepare students upon graduation to successfully enter and progress in employment and/or post secondary studies.</p> <p>CRITERIA: Develop narrative and documentation that:</p> <ul style="list-style-type: none"> A. A comprehensive K-12 guidance program is evident. B. All students will have a four-year plan that designates a course of study or career pathway, leading to post secondary studies and/or high-wage job. C. A program is in place that details the procedures for developing and annually reviewing a student's four-year plan, which requires student and parent/guardian involvement and allows for changes in courses of study or career pathways. D. Courses are aligned under courses of study or career pathways and this information is disseminated to secondary students and their parents on an annual basis. E. Procedures have been implemented within the district <u>or</u> school to eliminate the offering of a general track of courses that <u>do not</u> provide sufficient preparation for students upon graduation to successfully enter and progress in employment or post secondary studies. <p>INDICATORS: Provide documentation that the district has implemented a K-12 Model Guidance Plan, samples of student four-year plans, a copy of the program that details the procedures for developing and implementing the four-year requirements of all students, evidence to show how courses are aligned under courses of study or career pathways and how information is disseminated to secondary students and parents.</p> | |
| <p>VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:</p> | |
| <p>_____ III.1</p> | <p>All components of a comprehensive (K-12) guidance program have been implemented within the district.</p> |
| <p>_____ III.2.</p> | <p>A four-year high school planning process has been established within the district/school for all students that delineates a course of study or courses contributing to a career pathway that leads to post secondary studies or a high-wage job.</p> |
| <p>_____ III.3.</p> | <p>The four-year planning process provides for parent/guardian involvement.</p> |
| <p>_____ III.4.</p> | <p>Promotional or explanatory information is available and disseminated to parents/guardians and students regarding the four-year planning process and the course of study or courses contributing to a career pathway, which leads to high school graduation.</p> |
| <p>_____ III.5</p> | <p>The four-year planning process includes procedures for annual review and possible revision.</p> |
| <p>_____ III.6.</p> | <p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <p>_____</p> <p>_____</p> <p>_____</p> |

REQUIREMENT IV: Require rigorous coursework with standards of competency in all academic subjects for students pursuing post secondary education or employment.

STATEMENT: Establish rigorous coursework with standards of competency in all academic subjects for students pursuing post secondary education or employment.

CRITERIA: Develop a narrative describing the process utilized by the district to insure that students pursuing post secondary education or employment careers are provided rigorous coursework with standards of competency in basic academic subjects, e.g., applied academic courses.

INDICATORS: District's schedule for the review and completion of basic academic courses leading toward graduation for vocational education students. Procedures for course selection and enrollment for vocational education students.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

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| _____ IV.1. | Appropriate academic preparation courses are provided for students pursuing post secondary education or employment – A. To ensure their success in occupational preparation programs/courses within the school or at an area vocational school; B. To ensure they have sufficient academic preparation to enter a high-wage job; and C. To ensure they may continue their education and enter and progress at a post secondary institution. |
| _____ IV.2. | The district/school has increased the number of high school [core] curriculum upper-level course offerings in biology/chemistry, communications, mathematics and physics including advance placement and dual credit courses . Where applicable, provide dates regarding [the number of sections] courses added. [Increase in enrollment and percentage of increase by curriculum area.] Fifty percent of the district's juniors and seniors must be enrolled in either advanced courses or vocational courses. |
| _____ IV.3 | The district/school has eliminated high school general track courses that do <u>not</u> prepare students upon graduation to successfully enter and/or progress in employment and/or post secondary education. Provide a list of courses that have been eliminated. |
| _____ IV.4. | (OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____ |

REQUIREMENT V: Have a partnership plan developed in cooperation and with the advice of local business persons, labor leaders, parents, and representatives of college and postsecondary vocational and technical school representatives, with the plan then approved by the local board of education. The plan shall specify a mechanism to receive information on an annual basis from those who developed the plan in addition to senior citizens, community leaders, and teachers to update the plan in order to best meet the goals of the program. Further, the plan shall detail the procedures used in the school to identify students that may drop out of school and the intervention services to be used to meet the needs of such students. The plan shall outline counseling and mentoring services provided to students who will enter the work force upon graduation from high school, address apprenticeship and intern programs, and shall contain procedures for the recruitment of volunteers from the community of the school to serve in schools receiving program grants.

A. Partnership Plan

STATEMENT: An A+ Schools Partnership Plan must have been developed in cooperation with a local advisory committee and a mechanism in place to update the plan annually, by those individuals who originally assisted in developing the plan as well as senior citizens, community leaders and teachers.

CRITERIA: The activities of the partnership plan should include a mechanism to update the plan annually; procedures used to identify students at-risk of dropping out of school and intervention strategies which have been implemented for those students, including those services supported by funds made available under Line 14 of the School Foundation Formula; procedures for counseling and mentoring services for students who will be entering the work force upon graduation; procedures for recruiting community volunteers to serve in the school; information on how the district addresses apprenticeship and intern programs; documentation of the availability of adult literacy programs; and a description of a local ongoing evaluation system that will determine the effectiveness of the activities utilized to implement the A+ Schools Program.

INDICATORS: Provide documentation on the Advisory Committee, such as a list of names, membership affiliation and addresses and evidence that meetings were conducted (evidence may vary from district to district); a copy of the district signed partnership plan that addresses the following components: identification of at-risk students to include at-risk intervention strategies utilized by the district; mentoring/counseling services; recruitment of community volunteers; internships and apprenticeships; explanation of specific mechanisms for the review and revision of the partnership plan; and a description of the local ongoing evaluation system to determine the effectiveness of the A+ Schools Program.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

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| _____ V.A.1. | A district/school partnership plan has been developed. |
| _____ V.A.2 | The partnership plan was developed with the advice of local business persons, labor leaders, parents and representatives colleges and post secondary vocational and technical school representatives. |
| _____ V.A.3. | The partnership plan includes, as a minimum, provisions for - <ul style="list-style-type: none"> a. Counseling and mentoring services to students who will enter the work force upon graduation from high school; b. Apprenticeship and internship programs; and c. Procedures for the recruitment of volunteers from the community to the school to serve in schools. |
| _____ V.A.4 | The partnership plan has been approved by the district's board of education. |

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| _____ V.A.5. | The partnership plan contains provisions for - a. Annual review and revision, b. With advice from senior citizens, community leaders, and teachers in addition to those representative individuals/groups who provided advice for the original partnership plan. |
| _____ V.A.6. | The partnership plan is an integral component of the district's strategic plan for school improvement. |
| _____ V.A.7. | (OPTIONAL) List or briefly describe other items that would document that the district/school has met the component of this requirement. _____ _____ _____ |
| <p>B. Timely reporting to State Literacy Hot Line.</p> <p><u>STATEMENT:</u> The school shall report to the State Literacy Hot Line Office in Jefferson City, the name, mailing address and telephone number of all students sixteen years of age or older who drop out of school for any reason other than to attend another school, college or university, or enlist in the armed services.</p> <p><u>CRITERIA:</u> All students who drop out of school must be reported to the State Literacy Hot Line in compliance with state law and Department of Elementary and Secondary Education regulations.</p> <p><u>INDICATORS:</u> Provide documentation that the school has reported dropouts to the State Literacy Hot Line either by telephone or on forms developed by the Department of Elementary & Secondary Education.</p> | |
| <p><u>VERIFICATION CHECKLIST:</u> The district/school has provided documentation to verify the following:</p> | |
| _____ V.B.1. | The district/school has initiated provisions to identify students who would be considered to be "at risk" of school failure and/or of dropping out of school. |
| _____ V.B.2. | The district/school has implemented provisions to report to the State Literacy Hot Line Office all students who have dropped out of school. |
| _____ V.B.3. | The district/school has implemented procedures to attempt to counsel and recover students who have dropped out, assisted them to pursue alternative education programs and services, and/or assisted them to pursue adult basic education and the attainment of a General Education Development (GED) certificate. |
| _____ V.B.4. | (OPTIONAL) List of briefly describe other items that would document that the district/school has met this component of this requirement. _____ _____ _____ |

REQUIREMENT VI: Student Financial Assistance Eligibility and Participation System.

STATEMENT: A data and accountability, recordkeeping system must be developed, implemented and maintained for all students attending the high school.

CRITERIA: The district's recordkeeping system must include performance standards that meet or exceed those adopted by the State Board of Education; student eligibility information to receive student financial incentives to include grade point average (GPA), attendance record, tutoring/mentoring documentation, citizenship documentation; and information on student follow-up after leaving high school.

INDICATORS: For those graduating, each A+ School participant's file should contain a valid transcript showing grade point average (GPA), attendance record, tutoring/mentoring documentation, citizenship documentation, and student follow-up information. Copies of the district's policies and procedures for the implementation of maintenance items required for the student financial assistance system as well as procedures to provide information to the institutions that graduates chose to attend as well as to the Department should be available for review.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

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The district/school has implemented a student participation system with data and accountability measures to document that –

- A. Specifies student participation requirements including verification that the student has -
 - (1) been enrolled in and has entered into a written agreement with a designated A+ school **and has attended** at least three (3) consecutive years prior to high school graduation;
 - (2) graduated from a designated A+ school with at least a grade point average of two and five tenths (2.5) points on a four (4) point scale, or graduated from a designated A+ school with documented mastery of institutionally identified skills that would equate to at least a two and five-tenths (2.5) grade point average;
 - (3) has maintained at least a ninety-five (95) percent attendance record;
 - (4) has performed at least fifty (50) hours of unpaid tutoring or mentoring services for students; and
 - (5) has maintained a record of good citizenship and avoidance of the unlawful use of drugs/alcohol.
- B. Students have met the district's/school's eligibility requirements.
- C. Entrance and eligibility status information for qualifying students for the A+ Schools Student Financial Assistance is forwarded to the postsecondary institution(s) of their choice.
- D. Procedures have been established for the district/school to annually, following graduation, forward to the Department of Elementary and Secondary Education information regarding the **names and social security numbers** of qualifying students for the A+ Schools Program Student Financial Assistance.

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| <p>_____ VI.2.</p> | <p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>REQUIREMENT VII: Historical Data (A narrative description/discussion can be included to support any reported data).</p> | |
| <p><u>STATEMENT:</u> Provide historical data for four years prior to pursuing A+ Schools status plus each year until designated as an A+ School (usually will be data for the past seven (7) school years).</p> <p><u>CRITERIA:</u> Individual districts will determine the method (bar graph, line graph, etc.) to be used to provide a summary of data disaggregated by school year and a narrative that interprets the data submitted.</p> <p><u>INDICATORS:</u></p> <p>A. Annualized high school dropout rate to include a narrative describing the progress toward lowering the dropout rate. The narrative must include:</p> <ol style="list-style-type: none"> 1. At-risk student identification procedures which are in place and formalized; 2. At-risk student referral procedures which are in place and systematic; 3. At-risk student intervention strategies which are in place and monitored by counselors and/or at-risk coordinators; 4. Other items which may be included are: ongoing staff development activities, alternative educational delivery systems (in-district and outside agencies), and other strategies which are relevant to the district; <p>B. Graduation Rate</p> <p>C. Enrollment by grade level (K-12);</p> <p>D. Number of high school graduates continuing education (disaggregated by vocational-technical, 4-year, 2-year institutions);</p> <p>E. Number of high school graduates entering labor force;</p> <p>F. Vocational education enrollment disaggregated by program and by location (home school district and area vocational school);</p> <p>G. Placement rates for each vocational education program and location;</p> <p>H. Numbers of at-risk students identified;</p> <p>I. Number of students enrolled in A+ Tuition Assistance Program as a total and as a percent of the total high school population.</p> <p>J. ACT Score averages and number of students participating.</p> | |
| <p><u>VERIFICATION CHECKLIST:</u> The district/school has provided documentation to verify the following:</p> | |
| <p>_____ VII.1.</p> | <p>Historical data, including at least that which is prescribed for the A+ Schools Program, has been collected and maintained for the past seven (7) years.</p> |
| <p>_____ VII.2.</p> | <p>Provisions have been made to annually collect and maintain historical data including at least that which is prescribed for the A+ Schools Program.</p> |
| <p>_____ VII.3</p> | <p>Historical data is annually summarized and analyzed to determine continuing performance standard attainment, to provide evaluative information and to contribute to the formulation of continuous improvement planning and implementation.</p> |
| <p>_____ VII.4</p> | <p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <p>_____</p> <p>_____</p> <p>_____</p> |

REQUIREMENT VIII: Local on-going evaluation of the A+ Schools Program.

STATEMENT: A local ongoing evaluation system must be established that will determine the effectiveness of the activities utilized to implement the A+ Schools Program.

CRITERIA: The A+ Schools Partnership Plan should include a description of a local ongoing evaluation of the effectiveness of the A+ Schools Program implementation.

INDICATORS: Documentation should be provided to indicate the nature of the ongoing evaluation plan as well as plans to continue to monitor the effectiveness of the A+ Schools Program **after** designation as an A+ School.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

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| _____ VIII.1. | An ongoing system of evaluation that encompasses all aspects of the school's educational programs, services and activities, including those relating to the A+ Schools Program, and contributes to continuous improvement has been implemented within the district/school. |
| _____ VIII.2 | Evaluation results are presented to the local board of education on a regular basis. |
| _____ VIII.3. | (OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____ |

REQUIREMENT IX: Sustainability of the A+ Schools Program following the completion of a three-year grant award.

STATEMENT: Schools seeking A+ Schools designation must provide a narrative describing planned efforts to sustain the program beyond the grant term. Such narrative description should include plans to maintain instructional technology, curriculum enhancement, professional development, and data and accountability systems.

CRITERIA: Designated A+ Schools must make provisions to sustain planning, implementation and evaluation efforts, including instructional technology improvements, curriculum and instructional enhancements, professional development and data and accountability systems beyond the district's/school's A+ Schools Program grant award period. Designated A+ Schools must provide for any accountability and performance reporting that is required by the continuance of the A+ Schools Program and report all requested data to the Department of Elementary and Secondary Education.

VERIFICATION CHECKLIST: The district/school shall provide its plan for the sustainability of the A+ Schools Program. The plan should address, as a minimum, the following:

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| _____ IX.1. | A listing of the district/school's major goals, activities and anticipated expenditures (spreadsheet) for next year's operation delineating how the A+ Schools Program will be sustained. |
| _____ IX.2. | A signed assurance to the Department that district/school will sustain planning, implementation and evaluation efforts and will report any requested documentation and/or reports necessary to determine continuous improvement and positive performance of the A+ Schools Program. |

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| <p>_____ IX.3.</p> | <p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <p>_____</p> <p>_____</p> <p>_____</p> |
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REQUIREMENT X: Meet performance standards under the Missouri School Improvement Program (MSIP), to include Academic Achievement, Career Preparation and Educational Persistence Standards.

STATEMENT: Information on MSIP Performance Standards must be collected annually and analyzed as a part of the A+ Schools Program.

CRITERIA:

- (1) The school uses DESE approved and standardized achievement tests closely aligned with the curriculum and instruction to measure the degree to which students have mastered the knowledge and skills in the curriculum. The school's students should achieve a high level of performance or demonstrate improvement in performance.
- (2) The percent of students demonstrating adequate preparation for post secondary education and/or employment is at a high level or is increasing.
- (3) The percentage of students who persist in their efforts to complete an educational program increases or is maintained at a high level.

INDICATORS: Documentation to include achievement testing data, follow-up studies and graduation rates, should be provided to indicate how the district is meeting the MSIP Performance Standards.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

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| <p>_____ X.1</p> | <p>The district/school has provided for review the data and, if applicable, the report and school improvement plan regarding the performance standards from the most recent Missouri School Improvement Program (MSIP) review.</p> |
| <p>_____ X.2.</p> | <p>The district's/school's most recent MSIP review and annual performance report (APR) regarding the performance standards indicates that they have been met and the district has been or will be accredited or provisionally accredited, or provisions have been made to provide the Department of Elementary and Secondary Education with subsequent data (Comprehensive School Improvement Plan [CSIP]) to indicate that the MSIP performance standards could be met and the district could attain at least provisional accreditation.</p> |
| <p>_____ X.3.</p> | <p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <p>_____</p> <p>_____</p> <p>_____</p> |

REQUIREMENT XI: Spin-off activities that came about as a result of the implementation of the A+ Schools Program.

STATEMENT: Schools seeking A+ Schools designation may have experienced spin-off benefits, barriers, or related effects as a direct result of the implementation of the A+ Schools Program which may not be addressed in the above noted statements, criteria, and indicators. Schools will be given the opportunity to provide a narrative of these spin-off activities.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify that positive benefits beyond those expressly delineated within the A+ Schools Program or the requirements specified above have occurred.

MO500-2301 (7/01)

“The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4581.”